

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

This chapter examines the conclusion that could be made after the conclusion of the research and data analysis based on the findings of the previous chapter. This chapter also contains suggestions for future studies that might be performed by other researchers in relation to this research.

#### A. Conclusion

The following conclusions are drawn from the previous chapter's results and discussion:

1. The researcher discovered 42 questions from different teachers. There were 11 procedural questions, 23 convergent questions and 8 divergent questions. Factual questions were the sort of questions that English teachers frequently utilized in the classroom. Every form of question has a purpose. Procedural questions are used to verify students' assignments, to see if the work is clear, and to see if the students can govern the classroom. Convergent questions encourage students to respond to the question based on the material, but divergent questions encourage students to respond with a long answer.
2. The English teachers applied questioning strategies in the learning process by asking students questions when the lesson began, when the lesson occurred, and when the lesson finished to assess their comprehension of previous material, attract their attention, encourage their participation in class, and inspire them to learn.

#### B. Suggestion

There are some suggestions for English teachers at MTs Sunan Gunung Jati, as well as a researcher with a comparable topic.

1. For English Teacher

The English teacher should be proficient in many question types and encouraged to employ a wide variety of questioning strategies in the

classroom. Because when students are encouraged to actively participate in class by being asked questions, they develop their capacity for critical thought, enhance their communication skills, extend their vocabulary, and increase their self-confidence. In order to effectively use different types of questions with their students, English teachers need to be aware of their students' individual skill levels. The English teacher may create a stimulating classroom environment by encouraging student participation and maintaining order.

## 2. For Further Researcher

For a researcher who wants to research a similar topic in the future, it is important to consider the types of questions given by more than one teacher and two classes. Therefore, it is easy to compare the preferred question types of the teacher. The purpose of using a certain kind of question in different classes is one of the points that can be made by comparing data depending on types of questions. It is also essential to determine the optimal questioning strategy. The researcher may concentrate on the student's skill or the nature of the question. It is possible that not all questioning strategies may be employed with students when presenting different questions. You may use the theories of other experts as a reference.